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ABSTRACT

The publication was developed for use in the career education workshops for professional development sponsored by the Missouri State Department of Education. It serves as a resource guide for establishing career development goals and objectives at both the elementary and secondary levels, with emphasis on the junior high school level. The reference volume is divided into eight sections: (1) the process from concepts activities; (2) numbering systems; (3) definition of terms; (4) concepts, goals, and developmental goals; (5) objectives; (6) activities; (7) program strategies for career eduction and career guidance; and (8) reference materials. (VA)

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LIFE CAREER DEVELOPMENT

REFERENCE BOOK

CONCEPTS
GOALS
OBJECTIVES
ACTIVITIES

CAREER
GUIDANCE
COUNSELING
PLACEMENT
PROJECT
UNIVERSITY OF MISSOURI-COLUMBIA

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CE 005 200

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Table of Contents

The Process - From Concepts to Activities	1
Numbering System	4
Definition of Terms	6
Concepts-Goals-Developmental Goals	8
Objectives	12
Activities	44
Program Strategies for Career Education-Career Guidance	60
Reference Materials	62

THE PROCESS - FROM CONCEPTS TO ACTIVITIES

With the aid of the Concepts-Goals-Objectives-Activities Reference Book and charts, you are now ready to experience the process of developing goals and objectives for career education-career guidance and creating activities that will implement these goals and objectives in and out of the classroom.

The Career Conscious Individual Model comprises the basis for this experience. It has four domains:

1. Self Knowledge and Interpersonal Skills
2. Knowledge of Work and Leisure Worlds
3. Career Planning Knowledge and Skills
4. Basic Studies and Occupational Preparation

A domain serves as an organizational framework to describe related elements of career education-career guidance.

Step 1 - Chart 1

For each Domain, choose appropriate concepts. Concepts are statements that identify what has been determined is important and are derived from needs and values expressed by society. An example of a concept appears on Chart 1 under each of the four Domains. The concept under the first Domain of Self Knowledge and Interpersonal Skills states: "1.1 An individual is unique." Other suggested concepts appear in the Reference Book beginning on Page 8.

Step 2 - Chart 1

Next concepts are translated into goals. A goal is a general statement indicating what one hopes to accomplish. Goals represent what individuals should possess in the way of knowledge, skills, and/or attitudes. The concept "1.1 The individual is unique" may be translated into the goal: "1.1 For the individual to understand his abilities and limitations." as illustrated on Chart 1.

Step 3 - Chart 1

Next goals are restated as developmental goals for the four grade levels: K-3, 4-6, 7-9, 10-12. Developmental goals provide a frame of reference for goal attainment at each level. For example, the goal: "1.1 For the individual to understand his abilities and limitations" may be restated developmentally:

At the K-3 level, "1.1 For the individual to understand his abilities to perform specific tasks."

At the 4-6 level, "1.1 For the individual to understand that his interests and aptitudes influence his activities."

At the 7-9 level, "1.1 For the individual to understand the effects of health and physical development on his performance of tasks."

At the 10-12 level, "1.1 For the individual to understand, accept, and respect his own uniqueness as a result of learning, growth, and maturation.

Step 4 - Chart 2

Each developmental goal for the various levels is broken down into a number of performance objectives. A performance objective is a specific behavior(s) an individual will be able to exhibit or demonstrate as a result of a particular learning experience(s). In breaking down the K-3 developmental goal: "1.1 For the individual to understand his abilities to perform specific tasks", a performance objective would be: "1.1 The individual will identify why he is unique."

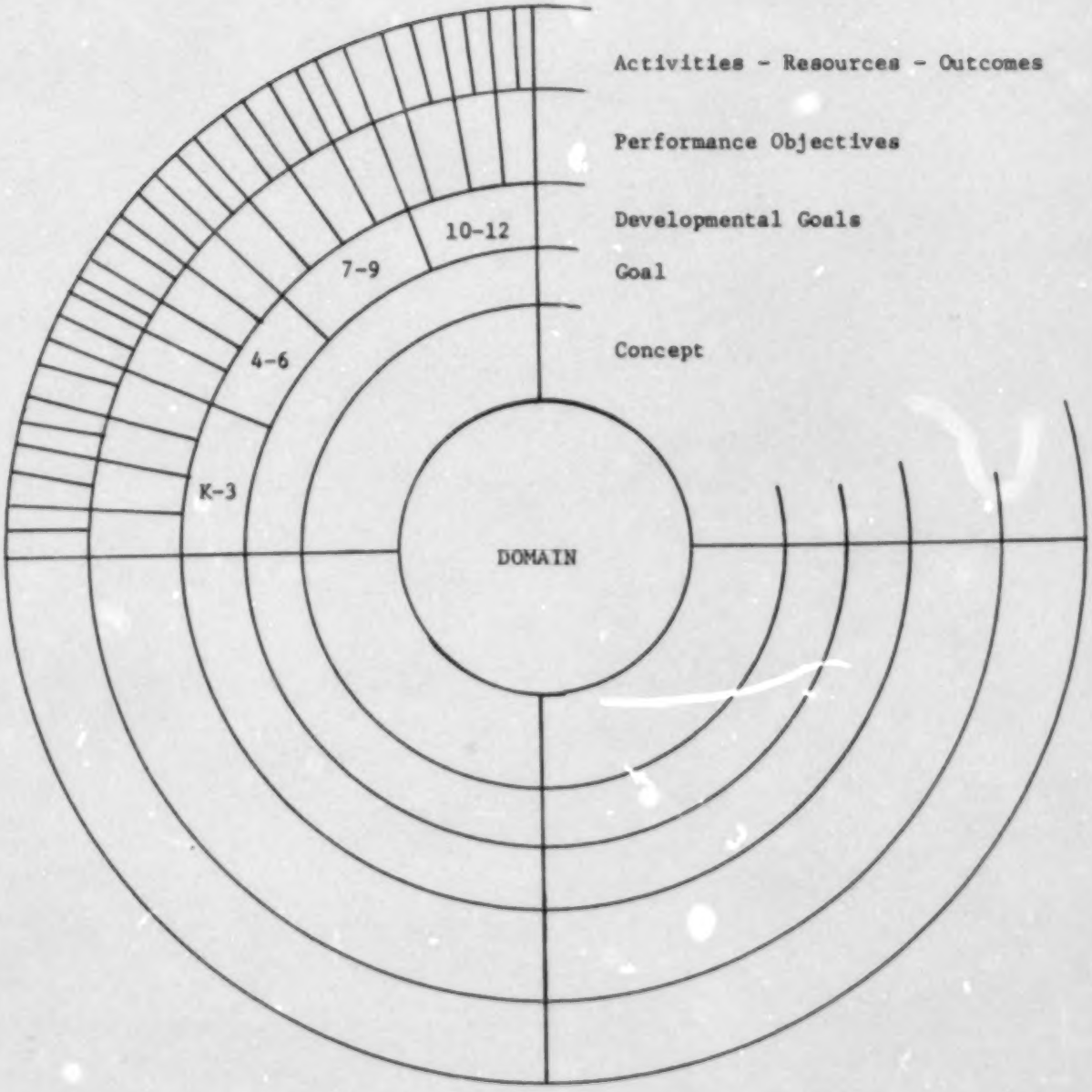
Step 5 - Charts 3 and 4

Once objectives have been determined, activities that have a high probability of meeting the objectives are selected. In addition, resources needed to perform the activities are listed and outcomes are states so that a determination may be made that the objectives have been reached. The examples of activities beginning on page 44 of the Reference Book illustrate how career education could be integrated into a variety of subject areas. The 7-9 developmental level was selected as representative of what is possible at every developmental level.

Figure 1 provides a graphic representation of steps 1 - 5.

Figure 1

CONCEPTS TO OUTCOMES



NUMBERING SYSTEM

GOALS-OBJECTIVES-ACTIVITIES REFERENCE BOOK

I. Self Knowledge and Interpersonal Skills

Concepts

1.1 Goals
1.2
1.3
1.4

1.1 Developmental Goals K-3, 4-6, 7-9, 10-12
1.2
1.3
1.4

1.11 Performance Objectives
1.12
1.13
1.14

Activities - Resources - Outcomes

II. Knowledge of Work and Leisure World

Concepts

2.1 Goals
2.2
2.3
2.4

2.1 Developmental Goals K-3, 4-6, 7-9, 10-12
2.2
2.3
2.4

2.11 Performance Objectives
2.12
2.13
2.14

Activities - Resources - Outcomes

III. Career Planning Knowledge and Skills

Concepts

3.1 Goals
3.2
3.3
3.4

3.1 Developmental Goals K-3, 4-6, 7-9, 10-12
3.2
3.3
3.4

3.11 Performance Objectives
3.12
3.13
3.14

Activities - Resources - Outcomes

IV. Basic Studies and Occupational Preparation

Concepts

4.1 Goals
4.2
4.3
4.4

4.1 Developmental Goals K-3, 4-6, 7-9, 10-12
4.2
4.3
4.4

4.11 Performance Objectives
4.12
4.13
4.14

Activities - Resources - Outcomes

DEFINITION OF TERMS

Life Career Development

Self development over the life span through the integration of the roles, settings, and events of a person's total life.

Career Education

The systematic organization of total education (guidance and instruction) to facilitate the life career development of individuals. The educational domains which make up career education include: Self Knowledge and Interpersonal Skills, Knowledge of Work and Leisure Worlds, Career Planning Knowledge and Skills, and Basic Studies and Occupational Preparation.

Career Guidance, Counseling, and Placement

An educational program responsible for assisting individuals to develop self knowledge and interpersonal skills, career planning and placement competencies, and knowledge of the work and leisure worlds. The guidance program also is responsible for helping individuals understand and relate the meaning of basic studies and occupational preparation in their present and future lives.

Domain

A basic category that is used to describe related elements of career education. Domains serve as an organizational framework for the knowledge, skills and attitudes of the program.

Concepts

Statements of those ideas considered important for one's life career development. These statements are derived from needs and values expressed by members of society. Concepts are the basis for goals.

Goal

A goal is a general statement derived from a concept indicating what one hopes to accomplish. Goals are not considered measurable, but represent what knowledge, skills and attitudes individuals may be expected to possess.

Developmental Goals

A restatement of a goal in terms of four developmental levels: K-3, 4-6, 7-9, 10-12. This sequencing provides a way of monitoring progress toward achieving the goal. It provides a frame of reference for goal attainment at each level.

Performance Objective

As a result of a particular learning experience(s), the individual will be able to exhibit or demonstrate specific behavior(s).

Activities

Those endeavors which have a high probability of aiding individuals in attaining the objectives in question.

Resource

People, places, and materials needed to perform an activity or activities.

Outcome

A behavior demonstrated by an individual or group which indicates that an objective has been reached.

Domain: Self

Concept: An individual is unique.

Goal 1.1 For the individual to understand his aptitudes, abilities and interests.

Dev. Goal: K-3 For the individual to understand his abilities to perform specific tasks.

4-6 For the individual to understand that his interests and aptitudes influence his activities.

7-9 For the individual to understand the effects of health and physical development on his performance of tasks.

10-12 For the individual to understand, accept and respect his own uniqueness as a result of learning, growth and maturation.

Concept: Self development is a personal responsibility.

Goal 1.2 For the individual to be responsible for implementing his goals.

Dev. Goal: K-3 For the individual to understand the importance of personally relevant goals.

4-6 For the individual to understand the importance of priorities to reach goals.

7-9 For the individual to understand the necessity for setting both short and long range goals.

10-12 For the individual to understand that he must evaluate his progress in achieving goals.

Concept: As members of society, people interrelate.

Goal 1.3 For the individual to be able to communicate openly with others.

Dev. Goal: K-3 For the individual to understand the value of expressing his feelings in a socially acceptable manner.

4-6 For the individual to understand the need to establish relationship with others.

7-9 For the individual to understand the value of giving and taking constructive criticism.

10-12 For the individual to understand the value of open communication.

Concept: An individual is influenced by his environment.

Goal 1.4 For the individual to be able to cope with his environment.

Dev. Goal: K-3 For the individual to be aware of his environment.

4-6 For the individual to understand the demands of his environment.

7-9 For the individual to understand how family, school, peer group, church, community and work experience influence him.

10-12 For the individual to understand methods of dealing with his environment.

Domain: Work and Leisure

Concept: There is a relationship between one's role in the world of work and the well-being of society.

Goal 2.1 For the individual to understand that occupations relate to needs and functions of society.

Dev. Goal: K-3 For the individual to understand the interrelationship of occupations.
4-6 For the individual to understand the need for job specialization within the world of work.
7-9 For the individual to understand the interdependence between occupations and the needs and goals of society.
10-12 For the individual to understand how the needs and functions of society are satisfied by a variety of occupations.

Concept: Knowledge of the structure of the world of work is important.

Goal 2.2 For the individual to understand that there are a wide variety of occupations which may be classified in several ways.

Dev. Goal: K-3 For the individual to understand that there are a wide variety of occupations in the world of work.
4-6 For the individual to understand characteristics which differentiate occupations.
7-9 For the individual to understand the various methods of classifying occupations.
10-12 For the individual to understand why occupations may be classified in various ways.

Concept: Leisure time is important to one's well-being.

Goal 2.3 For the individual to understand the function of leisure time in his life.

Dev. Goal: K-3 For the individual to understand what leisure time is.
4-6 For the individual to understand that leisure means different things to different people.
7-9 For the individual to understand how he makes use of his leisure time.
10-12 For the individual to understand how his value system influences his use of leisure time.

Concept: There are a variety of life styles.

Goal 2.4 For the individual to understand the relationship between occupations and life styles.

Dev. Goal: K-3 For the individual to understand what constitutes life style.
4-6 For the individual to understand the differences among life styles.
7-9 For the individual to understand how occupational choice influences life style.
10-12 For the individual to understand how life style influences occupational choice.

Domain: Career Planning

Concept: Competency in decision making skills allows one increased freedom to control his own life.

Goal 3.1 For the individual to be competent in decision making skills.

Dev. Goal: K-3 For the individual to understand the need to make decisions.
4-6 For the individual to understand how peer influence affects his decisions.
7-9 For the individual to evaluate the quality of his decision making.
10-12 For the individual to understand the influence of goals and values in the decision making process.

Concept: One's future is influenced by present planning.

Goal 3.2 For the individual to understand the relationship between present planning and future outcomes.

Dev. Goal: K-3 For the individual to understand the consequences of his decision making.
4-6 For the individual to understand that previous decisions will affect present and future decisions.
7-9 For the individual to understand the need to re-examine decisions regarding future long-range career responsibilities.
10-12 For the individual to understand the need to re-consider goals and formulate new plans when necessary.

Concept: Career planning requires consideration of alternatives.

Goal 3.3 For the individual to understand the variety of alternatives available to him.

Dev. Goal: K-3 For the individual to understand the need to identify alternative ways to accomplish goals.
4-6 For the individual to understand that there are a variety of questions related to deciding on a career choice.
7-9 For the individual to understand the need for selecting the alternative most consistent with his goals.
10-12 For the individual to understand the relativity of importance among influences on decisions.

Concept: A changing society necessitates flexibility in career planning.

Goal 3.4 For the individual to understand the need for flexibility.

Dev. Goal: K-3 For the individual to understand that the factors which influence his decisions may vary.
4-6 For the individual to understand that decisions are not always planned but sometimes are made spontaneously.
7-9 For the individual to understand that decisions can be tentative and reversable.
10-12 For the individual to understand the need for continual evaluation and possible revision of decisions.

Domain: Basic Studies

Concept: An individual needs minimum competencies in order to function in a technical society.

Goal 4.1 For the individual to possess skills that are useful.

Dev. Goal: K-3 For the individual to understand the importance of language.
4-6 For the individual to understand the variety of ways in which language is used.
7-9 For the individual to understand the subtleties of language.
10-12 For the individual to understand the usefulness of language skills.

Concept: Educational level influences one's occupational level.

Goal 4.2 For the individual to understand that different occupations have different educational prerequisites.

Dev. Goal: K-3 For the individual to understand that there are a variety of educational levels.
4-6 For the individual to understand the different types of educational preparation required for various occupations.
7-9 For the individual to understand the relationship between levels of education and levels of employment.
10-12 For the individual to understand the necessary steps immediately following high school to fulfill his life career plans.

Concept: Education and work are interrelated.

Goal 4.3 For the individual to understand the relationship between what goes on in school and out-of-school.

Dev. Goal: K-3 For the individual to understand that there are out-of-school learning experiences.
4-6 For the individual to understand that school provides only a part of his learning experiences.
7-9 For the individual to understand how participation in school activities can relate to selected occupational areas.
10-12 For the individual to understand that school classes and activities will relate to his use of time throughout his life.

Concept: Education is continuous throughout one's life.

Goal 4.4 For the individual to understand that learning is a life long process.

Dev. Goal: K-3 For the individual to understand that past, present and future learning are related.
4-6 For the individual to understand that desire to learn influences learning.
7-9 For the individual to develop an appreciation of learning and its relationship to living.
10-12 For the individual to understand that continual learning is a part of life adjustment.

Level K-3

SELF 1.0

Goal 1.1 For the individual to understand his aptitudes, abilities and interests.

Developmental Goal 1.1 For the individual to understand his abilities to perform specific tasks.

Objectives:

1.11 The individual will identify ways in which he is unique.

1.12 The individual will evaluate his performance of specific tasks.

1.13 The individual will identify tasks he can do well and tasks he cannot do well.

1.14 The individual will describe his own reactions to a variety of situations.

Goal 1.2 For the individual to be responsible for implementing his goals.

Developmental Goal 1.2 For the individual to understand the importance of personally relevant goals.

Objectives:

1.21 The individual will name the tasks he will accomplish in a specified time period.

1.22 The individual will identify realistic goals when determining tasks to be accomplished.

1.23 The individual will identify alternative ways of reaching a goal and select the alternative most appropriate for him.

1.24 The individual will name his reasons for selecting a specific goal.

Level K-3

SELF 1.0

Goal 1.3 For the individual to be able to communicate openly with others.

Developmental Goal 1.3 For the individual to understand the value of expressing his feelings in a socially acceptable manner.

Objectives:

1.31 The individual will identify his feelings in a variety of situations.

1.32 The individual will list alternative ways of expressing feelings.

1.33 The individual will identify the most appropriate way of expressing feelings in a given situation.

1.34 The individual will describe ways in which he expresses his feelings affects others.

Goal 1.4 For the individual to be able to cope with his environment.

Developmental Goal 1.4 For the individual to be aware of his environment.

Objectives:

1.41 The individual will describe clothing appropriate for various weather conditions.

1.42 The individual will describe ways in which he is able to assume responsibility in the maintenance of his environment.

1.43 The individual will identify roles fulfilled by all members of his family.

1.44 The individual will identify the role he plays in the functioning of his family.

Level 4-6

SELF 1.0

Goal 1.1 For the individual to understand his aptitudes, abilities and interests.

Developmental Goal 1.1 For the individual to understand that his interests and aptitudes influence his activities.

Objectives:

1.11 The individual will identify academic subjects in which he is most interested.

1.12 The individual will identify the relationship between his interest in a subject and his performance in that subject.

1.13 The individual will name his out-of-school interests.

1.14 The individual will describe ways in which his interests enter into his choice of out-of-school activities.

Goal 1.2 For the individual to be responsible for implementing his goals.

Developmental Goal 1.2 For the individual to understand the importance of setting priorities in order to reach goals.

Objectives:

1.21 The individual will order the tasks to be accomplished within a specified time.

1.22 The individual will name both long range and immediate goals in setting priorities.

1.23 The individual will identify reasons for persons to set differing priorities.

1.24 The individual will identify reasons for the priorities he has established.

Level 4-6

SELF 1.0

Goal 1.3 For the individual to be able to communicate openly with others.

Developmental Goal 1.3 For the individual to understand the need to establish relationships with others.

Objectives:

1.31 The individual will identify ways in which he is able to help others.

1.32 The individual will identify ways in which others are able to help him.

1.33 The individual will describe situations in which it is better to work together than alone.

1.34 The individual will describe ways people enjoy each other.

Goal 1.4 For the individual to be able to cope with his environment.

Developmental Goal 1.4 For the individual to understand the demands of his environment.

Objectives:

1.41 The individual will identify the responsibilities he has to specific groups within his environment.

1.42 The individual will describe situations in which his environment controls his behavior.

1.43 The individual will list ways in which he is able to exist in harmony with his environment.

1.44 The individual will identify ways in which other people influence him.

Level 7-9

SELF 1.0

Goal 1.1 For the individual to understand his aptitudes, abilities and interests.

Developmental Goal 1.1 For the individual to understand the effects of health and physical development on his performance of tasks.

Objectives:

1.11 The individual will describe his physiological changes, capabilities, characteristics and limitations.

1.12 The individual will identify the effects that one's health and physical fitness can can have on one's career.

1.13 The individual will identify possible relationships between occupations and the physical attributes of an individual.

1.14 The individual will describe the effect of his physical fitness on his present activities.

Goal 1.2 For the individual to be responsible for implementing his goals.

Developmental Goal 1.2 For the individual to understand the necessity for setting both short and long range goals.

Objectives:

1.21 The individual will describe the relationship between setting priorities and goals and the accomplishment of goals.

1.22 The individual will name priorities which affect goal setting.

1.23 The individual will identify examples of short range and long range goals.

1.24 The individual will construct both short range and long range goals.

Level 7-9

SELF 1.0

Goal 1.3 For the individual to be able to communicate openly with others.

Developmental Goal 1.3 For the individual to understand the value of giving and taking constructive criticism.

Objectives:

1.31 The individual will describe the difference between constructive and non-constructive criticism.

1.32 The individual will describe situations in which giving criticism is necessary to achieve group goals.

1.33 The individual will describe situations in which taking criticism is necessary to achieve group goals.

1.34 The individual will describe how he reacts to constructive criticism.

Goal 1.4 For the individual to be able to cope with his environment.

Developmental Goal 1.4 For the individual to understand how family, school, peer group, church, community and work experience influence him.

Objectives:

1.41 The individual will identify the value he places on personal achievement as compared to societal values.

1.42 The individual will identify how and why personal values change as a result of societal values.

1.43 The individual will describe how his personal values have been influenced by family values.

1.44 The individual will identify situations in which he has been influenced by peer group values.

Level 10-12

SELF 1.0

Goal 1.1 For the individual to understand his aptitudes, abilities and interests.

Developmental Goal 1.1 For the individual to understand, accept and respect his own uniqueness as a result of learning, growth and maturation.

Objectives:

1.11 The individual will identify his strengths and consider these while developing post-secondary occupational plans.

1.12 The individual will identify his present interests and achievements as they emerge from his educational experiences.

1.13 The individual will describe his occupational goals according to his interests, aptitudes and achievements.

1.14 The individual will identify the successes in his educational program.

Goal 1.2 For the individual to be responsible for implementing his goals.

Developmental Goal 1.2 For the individual to understand that he must evaluate his progress in achieving goals.

Objectives:

1.21 The individual will describe steps in attaining a goal.

1.22 The individual will identify external influences on his achievements of stated goals.

1.23 The individual will identify internal influences on his achievements of stated goals.

1.24 The individual will evaluate how well he achieves his goals.

Level 10-12

SELF 1.0

Goal 1.3 For the individual to be able to communicate openly with others.

Developmental Goal 1.3 For the individual to understand the value of open communication.

Objectives:

1.31 The individual will identify ways in which open communication contributes to group goals.

1.32 The individual will describe how open communication facilitates inter-personal understanding.

1.33 The individual will describe ways in which open communication aids in personal growth.

1.34 The individual will identify situations in which he has used open communication.

Goal 1.4 For the individual to be able to cope with his environment.

Developmental Goal 1.4 For the individual to understand methods of dealing with his environment.

Objectives:

1.41 The individual will describe how social, economic, educational and cultural forces influence his development.

1.42 The individual will describe the extent to which individual welfare is dependent upon the well-being of all people in the society.

1.43 The individual will identify the characteristics of individual and societal well-being.

1.44 The individual will describe how his own ability and efforts allow him to exist in harmony with his environment.

Level K-3

WORLD OF WORK AND LEISURE 2.0

Goal 2.1 For the individual to understand that occupations relate to needs and functions of society.

Developmental Goal 2.1 For the individual to understand the interrelationship of occupations.

Objectives:

2.11 The individual will list ways in which school workers are dependent upon each other.

2.12 The individual will describe the consequences of a specific worker not doing his task.

2.13 The individual will identify workers he is dependent upon in his life.

2.14 The individual will name workers who are dependent upon him.

Goal 2.2 For the individual to understand that there is a wide variety of occupations which may be classified in several ways.

Developmental Goal 2.2 For the individual to understand that there are a variety of occupations in the world of work.

Objectives:

2.21 The individual will list occupations found within the school.

2.22 The individual will list occupations required in building a house.

2.23 The individual will identify occupations of parents and classmates.

2.24 The individual will describe occupations found in his community.

Level K-3

WORLD OF WORK AND LEISURE 2.0

Goal 2.3 For the individual to understand the function of leisure time in his life.

Developmental Goal 2.3 For the individual to understand what leisure time is.

Objectives:

2.31 The individual will identify times during the school day which are considered leisure.

2.32 The individual will describe how he uses his time away from school.

2.33 The individual will list ways in which parents use "at home" time.

2.34 The individual will identify activities that he considers "leisure time" activities.

Goal 2.4 For the individual to understand the relationship between occupations and life styles.

Developmental Goal 2.4 For the individual to understand what constitutes life style.

Objectives:

2.41 The individual will list ways being in school during the day affects his activities.

2.42 The individual will describe the routine activities of his family.

2.43 The individual will list ways that his life changes.

2.44 The individual will describe ways he is able to change his life style.

Level 4-6

WORLD OF WORK AND LEISURE 2.0

Goal 2.1 For the individual to understand that occupations relate to needs and functions of society.

Developmental Goal 2.1 For the individual to understand the need for job specialization within the world of work.

Objectives:

2.11 The individual will list tasks done by various role models.

2.12 The individual will list skills required in a variety of occupations.

2.13 The individual will identify reasons one person could not carry out all tasks within a work environment.

2.14 The individual will list occupations which are required for the maintenance of the community.

Goal 2.2 For the individual to understand that there is a wide variety of occupations which may be classified in several ways.

Developmental Goal 2.2 For the individual to understand characteristics which differentiate occupations.

Objectives:

2.21 The individual will identify ways in which occupations are similar.

2.22 The individual will identify ways in which occupations are different.

2.23 The individual will name occupations which can be classified in several ways.

2.24 The individual will identify occupations which might be classified within a specific classification.

Level 4-6

WORLD OF WORK AND LEISURE 2.0

Goal 2.3 For the individual to understand the function of leisure time in his life.

Developmental Goal 2.3 For the individual to understand that leisure means different things to different people.

Objectives:
- 2.31 The individual will name ways in which his leisure activities differ from his parents.
- 2.32 The individual will identify activities which he considers to be work or leisure.
- 2.33 The individual will identify activities others consider work or leisure.
- 2.34 The individual will order activities he prefers as leisure activities.

Goal 2.4 For the individual to understand the relationship between occupations and life styles.

Developmental Goal 2.4 For the individual to understand the differences among life styles.

Objectives:
- 2.41 The individual will identify ways in which his life style differs from his parents.
- 2.42 The individual will list reasons for different life styles.
- 2.43 The individual will idertify ways occupations influence life styles.
- 2.44 The individual will describe ways an urban life style differs from a rural life style.

Level 7-9

WORLD OF WORK AND LEISURE 2.0

Goal 2.1 For the individual to understand that occupations relate to needs and functions of society.

Developmental Goal 2.1 For the individual to understand the interdependence between occupations and the needs and goals of society.

Objectives:

2.11 The individual will describe the contribution of a variety of occupations to society.

2.12 The individual will identify the contribution of workers at various socio-economic levels and why each is important.

2.13 The individual will describe how work has helped to overcome social problems in the past.

2.14 The individual will identify occupations which aggravate and which help resolve social problems.

Goal 2.2 For the individual to understand that there is a wide variety of occupations which may be classified in several ways.

Developmental Goal 2.2 For the individual to understand the various methods of classifying occupations.

Objectives:

2.21 The individual will group occupations which share similar prerequisites.

2.22 The individual will identify the many occupations which are involved in the production of a specified item.

2.23 The individual will identify occupations whose purpose is not production of goods or products.

2.24 The individual will construct a classification system for a list of occupations, basing the classification on criteria of his own choice.

Level 7-9

WORLD OF WORK AND LEISURE 2.0

Goal 2.3 For the individual to understand the function of leisure time in his life.

Developmental Goal 2.3 For the individual to understand how he makes use of his leisure time.

Objectives:

2.31 The individual will describe how work and leisure time pursuits are related.

2.32 The individual will list work attitudes and interests which extend appropriately to leisure time.

2.33 The individual will describe the difference between work, play and creative leisure.

2.34 The individual will list realistic ways to use his time effectively.

Goal 2.4 For the individual to understand the relationship between occupations and life styles.

Developmental Goal 2.4 For the individual to understand how occupational choice influences life style.

Objectives:

2.41 The individual will describe various occupations in terms of amount of free time available.

2.42 The individual will identify occupations in terms of geographical location in relation to leisure possibilities.

2.43 The individual will describe the relationship between salary and type of life style.

2.44 The individual will describe the effects of occupational choice on type of social contacts.

Level 10-12

WORLD OF WORK AND LEISURE 2.0

Goal 2.1 For the individual to understand that occupations relate to needs and functions of society.

Developmental Goal 2.1 For the individual to understand how the needs and functions of society are satisfied by a variety of occupations.

Objectives:

2.11 The individual will identify a variety of social and economic benefits associated with several occupations.

2.12 The individual will describe the roles various occupations play in regulating governmental effects on the economy.

2.13 The individual will describe several occupations that provide society with protection.

2.14 The individual will describe several occupations that provide society with medical services.

Goal 2.2 For the individual to understand that there is a wide variety of occupations which may be classified in various ways.

Developmental Goal 2.2 For the individual to understand why occupations may be classified in several ways.

Objectives:

2.21 The individual will describe several different methods of classifying a list of occupations.

2.22 The individual will identify the advantages of grouping occupations with similar characteristics.

2.23 The individual will describe the advantages of one classification system over another in a given situation.

2.24 The individual will identify the disadvantages of restricting himself to one method of classification.

Level 10-12

WORLD OF WORK AND LEISURE 2.0

Goal 2.3 For the individual to understand the function of leisure time in his life.

Developmental Goal 2.3 For the individual to understand how his value system influences his use of leisure time.

Objectives:

2.31 The individual will construct two lists: a priority listing of his values, and a priority listing of his favorite leisure time activities.

2.32 The individual will describe how one or more of his listed values influences his interest in a particular leisure time activity.

2.33 The individual will describe the amount of status attributed to certain leisure activities.

2.34 The individual will identify psychological needs met by his use of leisure time.

Goal 2.4 For the individual to understand the relationship between occupations and life styles.

Developmental Goal 2.4 For the individual to understand how life style influences occupational choice.

Objectives:

2.41 The individual will describe a preferred life style.

2.42 The individual will identify several occupations which would allow him to pursue his preferred life style.

2.43 The individual will be able to match occupations with probable life styles.

2.44 The individual will identify the relationship between his aspired life style and the life style of vocational alternatives.

Level K-3

CAREER PLANNING 3.0

Goal 3.1 For the individual to be competent in decision making skills.

Developmental Goal 3.1 For the individual to understand the need to make decisions.

Objectives:

3.11 The individual will identify situations in which decisions are made.

3.12 The individual will list ways decision making helps in problem solving.

3.13 The individual will identify ways in which he depends upon decision making.

3.14 The individual will describe situations when group decisions should be made.

Goal: 3.2 For the individual to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For the individual to understand the consequences of his decision making.

Objectives:

3.21 The individual will identify the outcomes of his specific decisions.

3.22 The individual will describe situations in which his decisions affect others.

3.23 The individual will describe situations in which his decisions will affect only himself.

3.24 The individual will name ways of changing an inappropriate decision.

Level K-3

CAREER PLANNING 3.0

Goal 3.3 For the individual to understand the variety of alternatives available to him.

Developmental Goal 3.3 For the individual to understand the need to identify alternative ways to accomplish goals.

Objectives:

3.31 The individual will identify situations in which there is more than one way to accomplish a task.

3.32 The individual will list his reasons for selecting a specific alternative.

3.33 The individual will identify reasons one way might be better than another in accomplishing a goal.

3.34 The individual will describe reasons someone else might choose another alternative.

Goal 3.4 For the individual to understand the need for flexibility.

Developmental Goal 3.4 For the individual to understand that the factors which influence his decisions may vary.

Objectives:

3.41 The individual will identify factors which affect his decisions.

3.42 The individual will list ways in which others affect his decisions.

3.43 The individual will describe ways in which his interests affect his decisions.

3.44 The individual will identify situations in which environmental conditions affect his decisions.

Level 4-6

CAREER PLANNING 3.0

Goal 3.1 For the individual to be competent in decision making skills.

Developmental Goal 3.1 For the individual to understand how peer influence affects his decisions.

Objectives:

3.11 The individual will describe ways in which what he wears is determined by peer influence.

3.12 The individual will identify situations in which his behavior is determined by peer influence.

3.13 The individual will identify situations in which parental influence and peer influence are in conflict.

3.14 The individual will name situations when peer influence is of value.

Goal 3.2 For the individual to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For the individual to understand that previous decisions will affect present and future decisions.

Objectives:

3.21 The individual will identify situations in which one decision has led to a series of other decisions.

3.22 The individual will list decisions made prior to reaching a specific goal.

3.23 The individual will identify ways specific decisions have limited his alternatives.

3.24 The individual will identify how present decisions will affect his future.

Level 4-6

CAREER PLANNING 3.0

Goal 3.3 For the individual to understand the variety of alternatives available to him.

Developmental Goal 3.3 For the individual to understand that there is a variety of questions related to deciding on a career choice.

Objectives:

3.31 The individual will identify reasons specific workers have chosen their occupation.

3.32 The individual will identify what he likes about specific occupations.

3.33 The individual will list tasks required in specific occupations.

3.34 The individual will describe life styles which currently appeal to him.

Goal 3.4 For the individual to understand the need for flexibility.

Developmental Goal 3.4 For the individual to understand that decisions are not always planned but sometimes are made spontaneously.

Objectives:

3.41 The individual will identify situations which have required "on-the-spot" decisions.

3.42 The individual will list reasons for the necessity of immediate decisions.

3.43 The individual will identify ways in which past decision making helps him to make spontaneous decisions.

3.44 The individual will describe situations that require planned decisions.

Level 7-9

CAREER PLANNING 3.0

Goal 3.1 For the individual to be competent in decision making skills.

Developmental Goal 3.1 For the individual to evaluate the quality of his decision making.

Objectives:

3.11 The individual will describe the interrelatedness of decisions made in different spheres of life and segments of time.

3.12 The individual will predict his chances of reaching the level to which he aspires in the occupational area of his choice and give reasons for this self-evaluation.

3.13 The individual will identify and utilize appropriate criteria for evaluating occupational information.

3.14 The individual will compare the ways in which he makes decisions with ways others make decisions.

Goal 3.2 For the individual to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For the individual to understand the need to re-examine decisions regarding future long-range career possibilities.

Objectives:

3.21 The individual will identify skills or knowledge utilized in a preferred occupation which may transfer to another.

3.22 The individual will identify possible future changes in his preferred occupation.

3.23 The individual will identify factors which influence occupational change in his preferred occupational field.

3.24 The individual will identify the ways that occupational supply and demand influence career planning.

Level 7-9

CAREER PLANNING 3.0

Goal 3.3 For the individual to understand the variety of alternatives available to him.

Developmental Goal 3.3 For the individual to understand the need for selecting the alternatives most consistent with his goals.

Objectives: 3.31 The individual will identify several alternatives to his preferred occupation that are most consistent with his goals.

3.32 The individual will list his occupational alternatives and outline how these alternatives would affect his life.

3.33 The individual will describe his preferred occupation and compare his present choice to occupations preferred in the past.

3.34 The individual will describe how broad economic change could affect his career plans.

Goal 3.4 For the individual to understand the need for flexibility.

Developmental Goal 3.4 For the individual to understand that decisions can be tentative and reversable.

Objectives: 3.41 The individual will identify situations in which new information would warrant a change in a previously made decision.

3.42 The individual will describe a decision reversal he has made due to a change of circumstances.

3.43 The individual will describe the advantages of making a decision that is tentative and reversable.

3.44 The individual will identify local, state and federal governmental decisions that have been reversed due to new information.

Level 10-12

CAREER PLANNING 3.0

Goal 3.1 For the individual to be competent in decision making skills.

Developmental Goal 3.1 For the individual to understand the influence of goals and values in the decision making process.

Objectives:

3.11 The individual will identify his own values as they relate to work situations.

3.12 The individual will identify values he holds and list occupations through which these values are promoted.

3.13 The individual will describe the values and expectations significant others have for him and how these expectations affect his career plans.

3.14 The individual will identify the value he places on personal endeavor and achievement as compared to the way society views these.

Goal 3.2 For the individual to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For the individual to understand the need to reconsider goals and formulate new plans when necessary.

Objectives:

3.21 The individual will identify changes in his community which might cause him to formulate new life career plans.

3.22 The individual will identify national policy, law and/or economic changes which might cause him to formulate new life career plans.

3.23 The individual will describe situations in which new information might cause him to reconsider his goals and formulate new ones.

3.24 The individual will describe situations in which he has reconsidered a goal and formulated new plans in relation to it.

Level 10-12

CAREER PLANNING 3.0

Goal 3.3 For the individual to understand the variety of alternatives available to him.

Developmental Goal 3.3 For the individual to understand the relativity of importance among influences on decisions.

Objectives:

3.31 The individual will describe situations in which his peer group has influenced a decision.

3.32 The individual will describe how family and familial expectations have influenced his decision making.

3.33 The individual will identify groups of individuals which have had the greatest influence on his decision making.

3.34 The individual will identify his own ambitions and expectations which influence his decision making.

Goal 3.4 For the individual to understand the need for flexibility.

Developmental Goal 3.4 For the individual to understand the need for continual evaluation and possible revision of decisions.

Objectives:

3.41 The individual will identify current environmental changes which required the ability to evaluate and possibly revise present decisions.

3.42 The individual will describe occupations that have been modified, eliminated or created by technological and societal change thus requiring continual evaluation of choices made by those involved.

3.43 The individual will reconsider goals, formulate new plans, and resolve the differences between the new and old goals and plans.

3.44 The individual will identify situations in which a given set of facts can support different decisions.

Level K-3

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.1 For the individual to possess skills that are useful.

Developmental Goal 4.1 For the individual to understand the importance of language.

Objectives:

4.11 The individual will list ways language is used in the classroom.

4.12 The individual will identify workers who rely on language in their occupation.

4.13 The individual will describe how life would be without language.

4.14 The individual will list ways in which he relies on language to satisfy his needs.

Goal 4.2 For the individual to understand that different occupations have different educational prerequisites.

Developmental Goal 4.2 For the individual to understand that there are a variety of educational levels.

Objectives:

4.21 The individual will identify parents' educational level.

4.22 The individual will describe progression from one educational level to the next.

4.23 The individual will identify educational level of siblings.

4.24 The individual will describe reasons for levels of education.

Level K-3

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.3 For the individual to understand the relationship between what goes on in school and out of school.

Developmental Goal 4.3 For the individual to understand that there are out of school learning experiences.

Objectives:

4.31 The individual will identify television shows which are educational.

4.32 The individual will list ways he can learn on family trips.

4.33 The individual will identify places he can observe nature.

4.34 The individual will identify ways he can learn from people outside of school.

Goal 4.4 For the individual to understand that learning is a life long process.

Developmental Goal 4.4 For the individual to understand that past, present, and future learning are related.

Objectives:

4.41 The individual will identify things he was not able to do last year that he is able to do now.

4.42 The individual will describe ways in which his activities will change during the school year.

4.43 The individual will order his own past physical development.

4.44 The individual will identify ways last week's learning relates to this week's.

Level 4-6

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.1 For the individual to possess skills that are useful.

Developmental Goal 4.1 For the individual to understand the variety of ways in which language is used.

Objectives:

4.11 The individual will identify situations during the day in which he uses language.

4.12 The individual will list ways in which written language is used.

4.13 The individual will identify ways in which oral language is used.

4.14 The individual will describe ways in which nonverbal communication is used.

Goal 4.2 For the individual to understand that different occupations have different educational prerequisites.

Developmental Goal 4.2 For the individual to understand the different types of educational preparation required for various occupations.

Objectives:

4.21 The individual will identify the educational preparation required for his parent's occupations.

4.22 The individual will identify the educational preparation required for occupations in which he is interested.

4.23 The individual will identify the various educational levels.

4.24 The individual will identify occupational positions young people are able to hold.

Level 4-6

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.3 For the individual to understand the relationship between what goes on in school and out of school.

Developmental Goal 4.3 For the individual to understand that school provides only a part of his learning experiences.

Objectives:

4.31 The individual will identify sources of learning other than school.

4.32 The individual will identify organizations which provide learning experiences for him.

4.33 The individual will identify ways he can learn while participating in family activities.

4.34 The individual will describe ways individual interests provide him with learning experiences.

Goal 4.4 For the individual to understand that learning is a life long process.

Developmental Goal 4.4 For the individual to understand that desire to learn influences learning.

Objectives:

4.41 The individual will identify ways his interests have led him to expand those interests.

4.42 The individual will describe ways in which curiosity affects learning.

4.43 The individual will identify situations in which lack of interest affects learning.

4.44 The individual will identify intrinsic and extrinsic rewards of learning.

Level 7-9

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.1 For the individual to possess skills that are useful.

Developmental Goal 4.1 For the individual to understand the subtleties of language.

Objectives:

4.11 The individual will list several examples of nonverbal communication.

4.12 The individual will describe the role of slang and colloquialism in communication.

4.13 The individual will describe the difference between a literal and a figurative translation.

4.14 The individual will describe the part analogies play in communication.

Goal 4.2 For the individual to understand that different occupations have different educational prerequisites.

Developmental Goal 4.2 For the individual to understand the relationship between level of education and levels of employment.

Objectives:

4.21 The individual will describe advantages and disadvantages of various levels of education.

4.22 The individual will construct a table of various occupations, showing the corresponding levels of education necessary for each.

4.23 The individual will describe a preferred occupation and identify the level of education needed to attain that occupation.

4.24 The individual will describe why one would go on to achieve more than the minimal amount of education needed for entry into an occupation.

Level 7-9

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.3 For the individual to understand the relationship between what goes on in school and out of school.

Developmental Goal 4.3 For the individual to understand how participation in school activities can relate to selected occupational areas.

Objectives:

4.31 The individual will list occupations which utilize skills he is learning in present course work.

4.32 The individual will identify skills required in occupations of interest to him and where these skills can be acquired in school.

4.33 The individual will list extra curricular activities he is engaged in and how they relate to a preferred occupational area.

4.34 The individual will describe the similarities between in-school involvement and involvement in activities related to various occupations.

Goal 4.4 For the individual to understand that learning is a life long process.

Developmental Goal 4.4 For the individual to develop an appreciation of learning and its relationship to living.

Objectives:

4.41 The individual will describe what the phrase "learning for learning's sake" means to him.

4.42 The individual will describe several instances in which what he learned in a school classroom helped in his performance of a task or increased his enjoyment of a hobby or recreational activity.

4.43 The individual will identify several ways in which significant others have continued to learn throughout their lives.

4.44 The individual will describe several ways in which members of various occupations in the community continue to learn.

Level 10-12

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.1 For the individual to possess skills that are useful.

Developmental Goal 4.1 For the individual to understand the usefulness of language skills.

Objectives:

4.11 The individual will list the advantages of understanding how to construct a business letter, a resume, and a letter of inquiry.

4.12 The individual will identify communication skills associated with a particular occupation.

4.13 The individual will describe the importance of language skills and levels of occupation.

4.14 The individual will identify occupations which require specialized terminology.

Goal 4.2 For the individual to understand that different occupations have different educational prerequisites.

Developmental Goal 4.2 For the individual to understand the necessary steps immediately following high school to fulfill his life career plans.

4.21 The individual will identify options open to him upon graduating from high school.

4.22 The individual will describe the local job market.

4.23 The individual will identify the various types of post-high school educational programs available to him that are most consistent with his goals.

4.24 The individual will review plans made prior to high school graduation and re-evaluate them.

Level 10-12

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.3 For the individual to understand the relationship between what goes on in school and out of school.

Developmental Goal 4.3 For the individual to understand that school classes and activities will relate to his use of time throughout life.

Objectives:

4.31 The individual will describe his priorities in relation to his choice of in-school activities.

4.32 The individual will describe how what he learns in school relates to his out of school activities.

4.33 The individual will describe how he pursues his favorite subject through outside activities.

4.34 The individual will describe school activities he enjoys and how they relate to the learning process.

Goal 4.4 For the individual to understand that learning is a life long process.

Developmental Goal 4.4 For the individual to understand that continual learning is a part of life adjustment.

Objectives:

4.41 The individual will list present learning experiences that he plans to continue on his own beyond high school graduation.

4.42 The individual will describe out of school activities that he has initiated himself.

4.43 The individual will identify occupations in which continued learning is necessary.

4.44 The individual will identify situations other than in school or on the job where continued learning would be required.

Grade Level 7-9 Subject: Language Arts

Domain: Self

Goal: 1.2 For the individual to be responsible for implementing his goals.

Dev. Goal: 1.2 For the individual to understand the necessity for setting both short and long range goals.

Objective: 1.24 The individual will construct both short range and long range goals.

Activities	Resources	Outcome
The class will visit a local newspaper to view the series of processes involved in publication. The students will decide upon a publication date for their class newspaper and establish deadlines by which each article is to be turned in. The students will assign among themselves which area of publication each student is responsible for (i.e. reporting, proof reading, layout, editing, etc.).	Transportation Community Resource People Teachers	Given a publication date and intermediate deadlines, the group will publish a newspaper of at least four pages.

Grade Level 7-9 Subject: Math

Domain: Self

Goal: 1.2 For the individual to be responsible for implementing his goals.

Dev. Goal: 1.2 For the individual to understand the necessity for setting both short and long range goals.

Objective: 1.24 The individual will construct both short range and long range goals.

Activities	Resources	Outcome
The students will be given a mimeographed list of highly desirable items for teenagers. They will select the items they would like and estimate the cost. The students will then search for the lowest actual cost and produce evidence of that cost from newspapers, catalogues, etc. They will compute the difference between estimated cost and actual cost.	Itemized list compiled by teacher Newspapers Copies of catalogues such as Sears	Given a hypothetical amount of money, the individual will plan his weekly, monthly and semester budget on paper.
The students will investigate hourly wages in their community: a) minimum hourly wage b) average hourly wage for 15 year olds	Community Resource People students	
The students will compute how many hours they would have to work at the average hourly wage for 15 year olds in order to purchase a minimum of three items of their choice from the list in Activity 1.		
A representative of a local finance company will visit the class to describe problems involved when people fail to budget their income wisely.	Resource People	
The students will itemize their expenditures for a two week period and compute what percent of the total amount was spent each day.		
The class will discuss basic concepts of budgeting and practice preparing budgets.		

Grade Level 7-9 Subject: Science

Domain: Self

Goal: 1.2 For the individual to be responsible for implementing his goals.

Dev. Goal: 1.2 For the individual to understand the necessity for setting both short and long range goals.

Objective: 1.24 The individual will construct both short range and long range goals.

Activities	Resources	Outcome
The students will discuss with local industries some mutually satisfactory way of arranging for used paper to be recycled. The students will arrange a method of systematically collecting and disposing of this paper. Each student will, on paper, identify the ecological advantages of recycling material.	Community Resource People School Administrators Transportation	Given the approval and cooperation of the school administration, the class will plan a recycling program for paper.

Grade Level 7-9 Subject: Social Studies

Domain: Self

Goal: 1.2 For the individual to be responsible for implementing his goals.

Dev. Goal: 1.2 For the individual to understand the necessity for setting both short and long range goals.

Objective: 1.24 The individual will construct both short range and long range goals.

Activities	Resources	Outcome
A representative of the local school board will visit the class to discuss the issues involved in building a new high school. Six members of the class will debate advantages vs. the disadvantages of building a new high school. Given the decision that the new school is to be built, each student will individually identify one immediate and one long-range community need the new school will fulfill.	Resource People Students	Given a local political issue dealing with plans to construct a new high school, the group will identify a long-range goal and three short-range goals.

Domain: Work and Leisure

Goal: 2.1 For the individual to understand that occupations relate to needs and functions of society.

Dev. Goal: 2.1 For the individual to understand the interdependence between occupations and the needs and goals of society.

Objective: 2.11 The individual will describe the contribution of a variety of occupations to society.

Activities	Resources	Outcome
A speaker will be invited from a local T.V. station to discuss with the class the variety of occupations necessary to produce a television show.	Community Resource People	Given a specific media, the individual will list in writing a minimum of five occupations necessary for the production of the communication system involved.
The class will visit a local newspaper office and observe how assembling a newspaper involves a variety of different occupations.	Transportation to site Resource People	
A disc jockey from a local radio station will speak to the class about the variety of occupations involved before he performs his job.	Community Resource People	

Grade Level 7-9 Subject: Math

Domain: Work and Leisure

Goal: 2.1 For the individual to understand that occupations relate to needs and functions of society.

Dev. Goal: 2.1 For the individual to understand the interdependence between occupations and the needs and goals of society.

Objective: 2.11 The individual will describe the contribution of a variety of occupations to society.

Activities	Resources	Outcome
A computer programmer will speak to the class about the variety of occupations related to work with computers.	Community Resource People	Given a physical setting, the individual will identify in writing the contributions of a minimum of five math-related occupations found in that setting.
Given a copy of the stock market listings for that day, the student will describe the math related occupations involved in deriving the daily stock quotations.	Daily newspapers	
A representative of the local Internal Revenue Service will speak to the class about the mathematical skills involved in figuring out an income tax return form.	Community Resource People	

Grade Level 7-9 Subject: Science

Domain: Work and Leisure

Goal: 2.1 For the individual to understand that occupations relate to needs and functions of society.

Dev. Goal: 2.1 For the individual to understand the interdependence between occupations and the needs and goals of society.

Objective: 2.11 The individual will describe the contribution of a variety of occupations to society.

Activities	Resources	Outcome
The class will review video-tapes and/or movies of recent Apollo flights. Each student will identify three industries (aside from aviation) that have made recent advances as a result of the space exploration program. Each student will describe how the recent advances of the three above industries have contributed to society's welfare.	Video-tapes and viewers	Given the last 20 years as a time basis, the student will list in writing what he considers to be the greatest contributions of the space exploration program to society.

Grade Level 7-9 Subject: Social Studies

Domain: Work and Leisure

Goal: 2.1 For the individual to understand that occupations relate to needs and functions of society.

Dev. Goal: 2.1 For the individual to understand the interdependence between occupations and the needs and goals of society.

Objective: 2.11 The individual will describe the contribution of a variety of occupations to society.

Activities	Resources	Outcome
Invite trustees from a nearby prison to talk with the class about their own lives in relation to using their abilities vocationally to benefit society.	Prison Trustees	Given taped or video-taped interviews with several workers, the students will determine the worker's perceptions of his contributions to society.
Students will interview people on skid row and tape the interview. See how these individuals feel about using their abilities.	Students Tape Recorders Transportation to interviewing site	
The social studies teacher will be asked to discuss with the class what he, as a teacher, feels is his contribution to society.	Teacher	

Grade Level 7-9 Subject: Language Arts

Domain: Career Planning

Goal: 3.4 For the individual to understand the need for flexibility.

Dev. Goal: 3.4 For the individual to understand that decisions can be tentative.

Objective: 3.43 The individual will describe the advantages of making a decision that is tentative and reversable.

Activities	Resources	Outcome
Given the first line of a short story, each individual in the class will, one at a time, add one sequential line to the story until a conclusion is reached. This same procedure will be repeated several times, each time beginning with the same sentence.	Teacher One short story taken from any collection	Given a basis of a plot for a short story, the individual will construct three different possible conclusions, separately outlining the decisions which led to each alternative.
The teacher will read a short story stopping several pages short of the conclusion. Each individual will construct on paper a possible conclusion to the story. The class will then compare and discuss answers.	Teacher Students	
The class will read the short story "The Gift of the Magi" by O. Henry. The class will discuss how the conclusion could have been altered by introducing new elements into the story.	"The Gift of the Magi" by O. Henry Teacher Students	

Grade Level 7-9 Subject: Math

Domain: Career Planning

Goal: 3.4 For the individual to understand the need for flexibility.

Dev. Goal: 3.4 For the individual to understand that decisions can be tentative and reversable.

Objective: 3.43 The individual will describe the advantages of making a decision that is tentative and reversable.

Activities	Resources	Outcome
Given a geometry proof of five steps, each student will be able to solve the problem at least two different ways.	Geometry proof taken from text Teacher	Given a mathematical problem and a possible solution, the individual will identify step by step, in writing, whether the solution is a correct one, and then write out at least one other way to solve the problem.
Given a series of five numbers and desired total, each student will identify two different ways to derive the total by supplying operational signs between each number of the series. ex: a) 2 + (3 x 4) - (5) x (6) = 54 b) (2 x 3 x 4) + (5 x 6) = 54	Teacher	

Grade Level 7-9 Subject: Science

Domain: Career Planning

Goal: 3.4 For the individual to understand the need for flexibility.

Dev. Goal: 3.4 For the individual to understand that decisions can be tentative and reversable.

Objective: 3.43 The individual will describe the advantages of making a decision that is tentative and reversable.

Activities	Resources	Outcome
The class will discuss the evidence that led scientists before the time of Copernicus to believe that the earth was the center of the universe.	Teacher Suggested readings and resources Textbooks	Given a previous experiment, the student will duplicate it and decide whether the original findings should be accepted or altered.
The class will discuss how the discovery of new information and evidence about the nature of the atom led to the beginnings of nuclear power between the years of 1930-1950.	Magazine articles textbooks Teacher Suggested Resources	
Given the statement "the earth is flat" each student prove or disprove this statement on the basis of evidence that he has acquired on his own initiative.	Students	

Grade Level 7-9 Subject: Social Studies

Domain: Career Planning

Goal: 3.4 For the individual to understand the need for flexibility.

Dev. Goal: 3.4 For the individual to understand that decisions can be tentative.

Objective: 3.43 The individual will describe the advantages of making a decision that is tentative and reversable.

Activities	Resources	Outcome
The class will discuss the relationship of the present women's lib movement to women's suffrage movements of the past. The class will discuss what aspects of society would be different today if women had not been given equal rights under the law. A number of students will do role-playing of Susan B. Anthony's trial where she was arrested and tried for voting at a time when women could not legally vote.	Teacher Magazine articles Students Magazine articles and/or books dealing with Susan B. Anthony Students	Given the results of the Supreme Court decision enforcing women's suffrage the student will identify the evidence which led to the reversal of previous decisions denying women's rights.

Grade Level 7-9 Subject: Language Arts

Domain: Basic Studies

Goal: 4.3 For the individual to understand the relationship between what goes on in school and out of school.

Dev. Goal: 4.3 For the individual to understand how participation in school activities can relate to selected occupational areas.

Objective: 4.32 The individual will identify skills required in occupations of interest to him and where these skills can be acquired in school.

Activities	Resources	Outcome
Each student will be given a "want ad" section of a newspaper or an occupational brief from the Chronicle Guidance Kit. He will then select a name and/or address of an occupation of interest to him, and write a business letter to be mailed to that source in search of occupational information.	Counselor: provide "Chronicle Guidance Kit" Classroom teacher Want ads Administration: provide stamps and envelopes	Given a list of basic communication skills, the individual will select one of those skills and use it in a simulated performance as it would be used in an occupation of his choice.
After receiving the occupational information, the class will share the information they've acquired.	Students	
Given a local, state or national issue, students will debate the issue on the basis of available research.	Students	
Each student will list three occupations of interest to him that require debating skills, and share these with the class.	Students	
The school personnel director will visit the class and demonstrate with the help of a student, how he interviews someone for a job in the school district. Each student will then make up a list of desirable interviewing questions and behaviors, and role play the interviewing situation.	School personnel director Students	

Grade Level 7-9 Subject: Math

Domain: Basic Studies

Goal: 4.3 For the individual to understand the relationship between what goes on in school and out of school.

Dev. Goal: 4.3 For the individual to understand how participation in school activities can relate to selected occupational areas.

Objective: 4.32 The individual will identify skills required in occupations of interest to him and where these skills can be acquired in school.

Activities	Resources	Outcome
Invite a surveyor to visit the class and bring the equipment he uses in his occupation. After explaining the use of his equipment, he will aid the students in surveying school grounds.	Counselor: provide resource person Surveyor	Given a list of occupations in the index of the Chronicle Guidance Kit, the individual will select the three occupations that most interest him and describe what areas of math, and what specific mathematical skills, are most important in performance of the duties of those occupations.
Take the class on a field trip to a computer center to see what sorts of occupations are found there. A computer programmer would explain to the students the necessity for accuracy and a systematic approach in writing a program.	Counselor: provide resource person Parents: provide transportation Computer Programmer	
The students will interview their mother and/or father (observe them on the job if possible) about how math is used in their occupations. The students will then report back to the class their findings. Special notation might be made where students report different uses of math for individuals in similar occupations.	Parents Students	
Students will share with the class how they have made use of mathematical skills in part-time or summer jobs they've held.	Students	

Grade Level 7-9 Subject: Science

Domain: Basic Studies

Goal: 4.3 For the individual to understand the relationship between what goes on in school and out of school.

Dev. Goal: 4.3 For the individual to understand how participation in school activities can relate to selected occupational areas.

Objective: 4.32 The individual will identify skills required in occupations of interest to him and where these skills can be acquired in school.

Activities	Resources	Outcome
Students will measure an area of the classroom to be carpeted. A carpet layer will be invited into the classroom to describe the methods and tools he uses in measuring a room to be carpeted and remeasure the classroom. He will emphasize the importance of systematic method as well as precision in measurement, noting the difference in cost that inaccuracy could produce.	Measuring equipment Classroom Teacher Carpet Layer	Given a list of basic scientific skills, i.e. a systematic approach to problem solving, the individual will select an occupational area of interest to him, and explain how people in this occupation make use of these skills.
Show the film "Andromeda Strain," having the students identify in writing the steps taken in the systematic solution of the mystery. The class can follow up this film with a discussion of PH of a solution, replicating the logic and emphasizing the realism of the film.	Classroom teacher Film: "Andromeda Strain"	
The class will be broken into groups of 3, 4, or 5 students. Each group will be given a statement to "prove" true or false (teacher may use any "known" theories, or make up fictitious statements). In "proving" the statement true or false, the important point will be the systematic method used in coming to a group conclusion. Groups will then share and compare methods, suggesting alternate procedures if possible. A possible example might be the statement: "You're a doctor involved in medical research. You believe that people in sedentary (mainly sitting down and low level of activity) occupations have more heart attacks than people in more physically active occupations." Design an experiment (systematic problem-solving method) to either prove or disprove your hypothesis. The rightness or wrongness of your hypothesis is not as important as your method.		

Domain: Basic Studies

Goal: 4.3 For the individual to understand the relationship between what goes on in school and out of school.

Dev. Goal: 4.3 For the individual to understand how participation in school activities can relate to selected occupational areas.

Objective: 4.32 The individual will identify skills required in occupations of interest to him and where these skills can be acquired in school.

Activities	Resources	Outcome
The student will select at least two occupations which are of interest to him and visit the worksite to observe and possibly take part in tasks required of the worker.	Community Resource People Transportation Students	Given a list of psycho-motor skills, the students will identify which ones are necessary in occupations of interest to him.
The student will pantomime tasks required of workers in each of his selected occupations.	Students	
The class will identify psycho-motor skills required of each worker depicted.	Students	

PROGRAM STRATEGIES FOR CAREER EDUCATION-CAREER GUIDANCE

The program strategies outlined below represent ways of combining processes for the integration of career education-career guidance systems. Naturally, combinations of the five major program strategies are also possible.

1.0 Separate Content requiring additional activities and/or personnel.

- 1.1 Substantive part of each day's activities presented by each instructor.
- 1.2 Specialized personnel teach a course or a special unit; often a course at the middle school level. He may also coordinate out of school experiences and maintain informational systems.

2.0 Traditional Content Area Fusion as a vehicle for career development concepts.

- 2.1 Fused in each curriculum area
- 2.2 Fused in selected curriculum areas, e.g. social studies

3.0 Career Content as a vehicle for basic education.

- 3.1 Extend basic subject matter into relevant career settings
- 3.2 Focus basic education around career themes or points of departure.

4.0 Individually planned in a conventional or alternative educational system.

- 4.1 Prescribed experiences and activities
  - 4.11 mini courses and voluntary seminars
  - 4.12 work/study in cooperation with business and industry
  - 4.13 service work in hospitals, homes for aged, and the handicapped
  - 4.14 activity centered projects
  - 4.15 kits that provide information or simulated work experiences
  - 4.16 life career games

4.2 Contracts with teachers, counselors, parents, and community personnel

4.21 performance (behavioral)--skill development with specified competencies

4.22 planning (program development)--individualized education through specified in school and out of school observation and work experiences.

4.3 Self-directed

4.31 computer based interactive systems

4.32 community worker observation and reporting

4.33 career information seeking via media

4.34 youth clubs

4.35 junior achievement

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California Department of Education
State Education Building
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Dr. Edward Johnson
Assistant Professor of Counselor Education
University of Maine
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Mrs. Josephine Hayslip
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64 North Main Street
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Technology for Children Project
Division of Vocational Education
Dr. Kenneth Charlesworth
Associate Director, Technology for Children Project
225 West State Street
Trenton, New Jersey 08625

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Mr. Lynn Johnson
State Board of Education
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

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Career Education Coordinator
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126 Langdon Street
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